

Overview of Future CPUC-Led WE&T Research: Expanding beyond the Centergies Program

- Each IOU operates energy efficiency programs that require participating contractors to meet certification and skill requirements
- Some programs are considering new certifications and skill requirements for participating contractors
- Upcoming research will include:
 - An evaluation of the programs' contractor requirements in an effort to help the State determine whether the current skill standards are appropriate
 - Exploring the topics of work quality and job quality as they relate to contractor education and training
 - Work quality = quality of installation/service
 - Job quality = quality of a worker's job in terms of wages, benefits, position, etc)
 - Building a framework by which the programs can determine whether a new certification or skill standard requirement is justifiable based on its costs and benefits
- Phased approach, about to start evaluation planning process



Phase 1: Explore ways to measure job quality

- Job quality = quality of a worker's job in terms of wages, benefits, position, etc)
- Focus on programs where contractors are NOT in direct contracting relationship with the IOUs, e.g. Residential HVAC-related programs, Residential Whole House programs
- Explore ways to measure and collect job quality data
- Data will be used to determine the impact of energy efficiency program requirements on job quality over time and may determine new program requirements
- Create a plan by which this data can be collected in the future.

Research Questions

How can the IOUs begin to collect job quality data?

How is this data being collected currently?

What data can and should be collected?



Phase 2: Contractor training/skill characterization

- Residential and non-residential landscape of trainings and certifications
- Inventory of program required skills and certifications
- Inventory of non-program required skills certifications (e.g. DOE skill standards relevant to CA)

Research Questions

What trainings do ratepayer-funded programs offer or require?

What is offered outside of these programs?

How do they leverage or align with each other?

How do they leverage and align with WE&T Centergies funded courses?

How do they map to certification/licensing requirements?

How can they be better aligned?

What are the gaps and where should these gaps be addressed?



Phase 3: Cost/benefit analysis of certification requirements

- Case study approach for at least two certification requirements (1 residential, 1 non-residential)
- Selection based on Phase 2 characterization study

Research Questions

What is the incremental customer cost, if any, of requiring skill standards?

What impact would mandatory contractor skill requirements have on program participation rates?

What are the potential non-energy benefits?

- Work quality, fewer call-backs, lower frequency of customers over-riding control systems, lower life-cycle costs?

What are the energy savings?



Phase 4: Develop a framework for rationalizing contractor training requirements moving forward

Research Questions

How can ratepayer-funded programs rationalize approaches to contractor training requirements for program participation in a way that:

- 1) increases the number of trained contractors performing quality installations;
- 2) minimizes costs to contractors; and
- 3) minimizes costs to ratepayers?

